

**Standard 3-5: The students will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.**

**3-5.1** Summarize developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns. (H, G, E)

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous/future knowledge:**

Students will have no prior knowledge of developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century. Later in third grade students will learn about the rise and fall of the cotton/textile market in South Carolina during the twentieth century (3-5.3).

In the 5<sup>th</sup> grade, students will learn about the rise of the service industry in the United States after World War II (5-5.2). Students will also learn about the popularity of new technology during the 1920s (5-4.1), key developments in technology and its effect on World War II and the United States economy (5-4.6), and new technology after World War II (5-5.2).

In 6<sup>th</sup> grade, students will learn about advances in printing technology during the Renaissance (6-5.5) and the exchange of technology through the Columbian Exchange (6-6.3).

In 7<sup>th</sup> grade, students will learn about the impact of new technology that emerged during the Industrial Revolution (7-3.5) and the development of space technology during the Cold War (7-6.2). Students will also learn about the industrialization of textile production in England and the impact of interchangeable parts and mass production (7-3.5).

In 8<sup>th</sup> grade, students will explain the changes in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions (8-5.3), and changes in agriculture and industry after World War I (8.6-3). Students will also trace the growth of the textile industry in the Upcountry in the late nineteenth century (8-5.3).

In United States History and the Constitution, students will compare economic development in different regions of the United States during the late nineteenth century (USHC 3.3) and developments in business and industry, including the growth of new industries in the late 19<sup>th</sup> century (USHC 5.1). Students will also learn about the lasting impact of technological developments in America after World War II and improvements in agricultural technology and the resulting changes (USHC 8.5).

**It is essential for students to know**

Although agriculture remained the dominant economic activity in South Carolina, the state experienced changes in the late nineteenth century and early twentieth century due to developments in industry and technology.

The growth of the textile industry provided jobs and an increase in economic activity. Local entrepreneurs became boosters of the idea of a New South that was based on investment in industry as well as agriculture. South Carolina's geography provided ideal locations for textile mills. Mills were located along fall line rivers where they could use the swift flowing water to make hydroelectric power to turn the turbines to run machinery. This also placed the mill close to the source of cotton. Towns were built near textile mills to provide housing, social activities, and needed goods for the textile workers. South Carolina also had a steady supply of workers. Farmers who could no longer make a living from the land because of falling cotton prices and depleted soil (3-5.3) moved to the towns so that they, their wives

and children could find work in the mills. Because of segregation and discrimination (3-5.2), African Americans were not hired to work in the mills but might get jobs loading and unloading the cotton bales and finished cloth outside of the mill.

The growth of the railroad in South Carolina improved the movement of both goods and people and so promoted economic growth. Many more miles of track were laid, especially in the upstate. Peach farmers were able to get their crop to market in special refrigerated cars. Textile mills were able to ship cloth out of the state to markets across the country. Towns grew up along the railroad routes across the state. Streetcars also helped to expand the cities of Charleston and Columbia.

Other technological innovations such as the telephone, electricity and the automobile had limited impact in South Carolina. Many people who lived in the state, especially those who lived in rural areas, were not able to get service and many others could not afford to pay for it. Automobiles led to an increase in paved roads in the state.

**It is not essential for students to know** about working conditions in the mills or the lack of child labor laws or that inventors were attracted to South Carolina because of the lack of labor unions. They do not need to know that the paternalistic attitude of some mill owners led them to control the lives of the workers who lived in the mill villages.

**Assessment guidelines:**

Appropriate assessments would require students to **summarize** developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century. Students should be able to generalize the developments and how they positively affected South Carolina. Appropriate assessments should also require students to **explain** the rise of the textile industry in South Carolina, including conditions that made it possible and the impact it had on the state. They should be able to **interpret** the impact of the growth of the textile industry and the railroad system on South Carolina towns by reading and interpreting maps.